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such an edition would also be useful to any citizen.

A short time was devoted to the discussion of the topic, THE ATTITUDE OF THE LIBRARY ASSISTANT TO DOCUMENTS—HOW CAN IT BE IMPROVED?

The question of whether the documents survey be carried further to cover college, reference, school and special libraries, was discussed at some length. Miss Woodford stated that to complete the survey a similar questionnaire, conducted by a committee of specialists would be highly advisable. Dr. Carr suggested a survey from Washington. Mr. Meyer thought that the matter should wait, especially since he could no longer retain the chairmanship of the Public Documents Round Table, and preferred to have such an understanding begun by his successor.

The following resolutions were adopted:

Whereas, The distribution of public documents by the office of the superintendent

of documents in the past year has witnessed many improvements in the service which have been entirely for the benefit of libraries, therefore be it.

Resolved, That we express our hearty appreciation of these constructive measures and improvements, especially the daily distribution of documents to the depository libraries.

Whereas, Through the necessity for economy the government has suspended several periodicals of importance and special interest to the public, such as: *Public Roads*, *Vocational summary*, and *School life*, therefore be it

Resolved, That the Documents Round Table in session request the early consideration of the resumption of these and other similar periodicals because of the demand for them, and their practical and educational value, and be it further

Resolved, That copies of these minutes be sent to the public printer, the superintendent of documents, the Joint Committee on Printing, and to the various government offices concerned.

SCHOOL LIBRARIES SECTION

First Session

The first session of the School Libraries Section which was held in the Hutchins Intermediate School Library, June 27, at 2:30 p. m., was called to order by the chairman, Marion Horton, principal of the Los Angeles Library School, Los Angeles, California, who after a word of welcome appointed the following committees: a Nominating Committee and a Committee to Draft a Constitution for the School Libraries Section.

The chairman announced that instead of having the reading of the minutes of the last conference Martha Pritchard would summarize the achievements of the School Libraries Section for the last two years. Miss Pritchard reported that the results of the investigation in training for school librarianship, made during the two years that she was chairman, had been incorporated in the report of the Library Training Committee (see p. 206), and would be the basis of further recommendations of that body.

The chairman told briefly about the voting contest being held for a two-foot shelf for a county school and urged everyone to vote.

The following paper was read:

OPPORTUNITIES IN JUNIOR HIGH SCHOOL WORK

By MARION LOVIS, *Librarian, Hutchins Intermediate School, Detroit, Michigan*

The Hutchins Intermediate School library is only four months old, but already it is beginning to show definite characteristics and tendencies. It is because this library is typical of intermediate school libraries that I wish to speak of it, and because it may interest you to know what the uses of these various rooms have come to be. The things which are daily revealing themselves to me as significant may, however, be already commonplace to many of you.

Those of us who have gone as librarians into schools of the old tradition have often felt oppressed by the rigidity and formality of the system, and by the supremacy of those facts and subjects represented in the course of study over all other knowledge. We have found often little comprehension that our work was educational, except as it followed and stressed those subjects. We have had our solemn debates with the authorities over whether or not magazines and fiction should be read in school time, and we have

learned either directly or indirectly from our principals that their chief concern was that the library should not prove to be the spot where discipline broke down. From the start, however, we have had the approval of the children, and most of the time, their co-operation. And in every school with the development of the library it has come to be accepted by faculty and students alike as an essential department of the school, and as a liberalizing and socializing agency.

The intermediate, or junior high school, however, has no traditions. It starts with well defined educational principles, and social aims. The five objectives of junior high school education, as outlined by Professor Briggs in *The junior high school* are, briefly:

1. To continue common education, in a gradually diminishing degree. (That is, those basic subjects taught in the elementary schools.)

2. To ascertain and reasonably to satisfy pupils' important, immediate, and assured future needs. (Note here that we do not assume to *know* within the immutably fixed limits of a course of study, what these needs may be. The school is to "ascertain" them.)

3. To explore, by means of material in itself worth while, the interests, aptitudes, and capacities of pupils. (Here certainly is an objective which might well be taken as a library slogan—and the next is in the same spirit.)

4. To reveal to them, by material otherwise justifiable, the possibilities in the major fields of learning; and

5. To start each pupil on the career, which, as a result of the exploratory courses, his parents and the school are convinced is most likely to be of profit to him and to the state.

Here then, the library finds itself in a congenial atmosphere. The school work is avowedly to "explore", to "ascertain", to "reveal", and to "start". The junior high school period is experimental and exploratory, and the method by which these objectives are to be approached is social. What could be more essential or more in the spirit of such a program than a library!

The school spirit and organization so determines the use of these library rooms that

I have taken the time to indicate it. Pupils have no study periods, and no library periods, which means that all pupils who use the library come directly out of a class. Theoretically this is ideal: that the need to use the library should be the stimulus to an immediate visit to the library. Incidentally, it demands the most skilful type of class-room teaching. The class-room work is socialized so far as possible. Pupils are divided into groups, each group with a leader. The groups work on separate or related projects, or unite in class project or discussion as the teacher may choose to direct her recitation. So it happens that any, or several groups may reach a point in their plans where it is necessary to visit the library. This they may do, with the permission of the teacher.

The group comes here, then, with well defined purpose. That is the keynote of effective use of the library. You will probably recognize, as librarians, that that is the note the librarian has to sound continuously in the ears of class-room teachers, especially in the organization stage of the work.

The group enters under the guidance of its leader, and it is a very stern guidance in most cases, I assure you! Generally, they ask for a conference room, and tell me what they are to work on. The leader and I proceed to the shelves to get books. Sometimes they are preparing a program on some subject. One such consisted of the "making of the book"—suggested, by the way, by the general lesson given in the library on the care of books. One member of the group took the making of paper, another the printing process, another the binding, etc. The books are placed in the conference room and the door is closed, the books and topics are distributed by whatever means the children choose, and the understanding is that when each child has his book and topic he is to emerge into the main room and work alone.

Many groups come to dramatize an incident from a story and to assign parts. We have had the slave auction from *The crisis* selected and dramatized by children for a United States history class. We have had the rules for "circles" put into rhyme by

three girls inspired by some arithmetical verses in *St. Nicholas*. The group work with library materials brings out some interesting and original results, which must contribute surprises to class-room teachers. One type of use which we are developing is the method followed by a history teacher who had reached the industrial revolution in United States history. (The class had a student-librarian as all English and many other classes have.) The librarian came to me in advance, and asked what books I could provide on the period. We gathered all we could find on early inventions, lives of inventors, westward expansion, travel by early steamboat, canal and railroad, and placed the books on reserve in one of the conference rooms. The next day the class of fifteen pupils came, under the leadership of the librarian, and, on the first visit, with the teacher also. Books were chosen from the conference room collection, then the pupils came with their books out into the main room, where they read the entire period. As the end of the period approached, the little librarian collected the books, replaced them in the conference room, formed his charges in a line at the door, and they vanished silently. All this took place without a word from me, and with only the general suggestions of the teacher at the beginning of the period. This class came independently of the teacher twice a week until each pupil had read and reported in class on one book, and many had made several reports.

These groups using the conference rooms are the most astonishing and amusing feature of the library. They are secondarily preparing some subject for presentation in class, but primarily they are selecting and evaluating material for their purposes and meeting all the problems of personality and co-operation that one encounters in any committee or club work. There is the worker who wants to "boss"; there is the one who doesn't like his part; there is the one who isn't interested; and there may be the one who is cynical about the whole project. From my observation, there is keen and vigorous interest in the work in hand. The loud voices that penetrate the glass partitions at times are generally, I find upon

investigation, only a climax of enthusiasm—or of exasperation. The conference rooms are used constantly, and, I think, well. I am tempted to go on with particular instances but must stop only to state my belief that they fit the psychology of the junior high school child.

A large proportion of the users of the main room are from the English classes. Our English literature classes have no texts. Their literature work is entirely with library books. We have four copies of each title on the English course of study. The class-room teacher, according to our latest experiment with this problem, may have one copy of each of twelve titles in her class-room. One copy in the library is for circulation, and two are reserved for library reading. Each teacher of English literature sends part of her class to the library for a whole period twice each week for general reading, while she works with the smaller group which remains.

So the library may have in it at any time individuals or groups from all classes in session. Group work is usually confined to the conference rooms, but each child is expected to leave the group when the work becomes individual preparation of some part. There are individuals sent from classes to look up special points, and there are the general readers of books and magazines who come either from an English class, or with special permission from other classes.

The library class-room is planned to accommodate a class at any time a teacher wishes for illustrative or visual work,—books, pictures, lantern slides or victrola records. It seats 40 in fixed opera chairs, and has book shelves and bulletin boards. Pupils have pointed out that one end of it, with the folding doors makes a good stage, so it may be used for class-room dramatics. It is also intended for the courses in the use of books and libraries which will be given.

One more room, besides the obvious office and work-room is the teachers' study-room, which is the largest and most remote of the conference rooms. Here will be shelved the professional educational books and magazines. Teachers may bring books of their own—recreational or otherwise which

they are willing to exchange—and any plan which the teachers themselves suggest will be tried out.

This is a brief description of our library rooms, and these are some of the things that have been developing in them during our few strenuous months of existence. To me, the intermediate library shows promise of being a most vigorous and progressive type of school library.

The meeting was then turned over to May Ingles, librarian, Technical High School Library, Omaha, Nebraska, who presided at the Round Table of high school libraries.

First High School Session

The general subject for discussion was THE RELATION OF THE HIGH SCHOOL LIBRARIAN TO DIFFERENT DEPARTMENTS OF THE SCHOOL.

The first paper was

THE WORK OF THE HIGH SCHOOL LIBRARY WITH THE HISTORY DEPARTMENT*

BY RACHEL BALDWIN, *Librarian, Deerfield-Shields Township High School, Highland Park, Illinois.*

No up-to-date high school would be considered complete without laboratories for the sciences, and work-rooms for the vocational courses. As for history and English, it used to be thought that when a school had provided class-rooms and teachers for these important branches, it had done its whole duty. But now, modern teaching methods demand a laboratory for these also, and that laboratory is the library.

History in modern high schools is a broad term, including civics, and often a smattering of economics and sociology. This group, the social sciences, should open the eyes of the future citizen to his place in the scheme of things; and to this end collateral readings are assigned in books, magazines and daily papers, all of which are to be found in the library.

The wide-awake librarian keeps all such material instantly available, and moreover, is able to stimulate interest in many ways. A bulletin board filled with clippings and cartoons from the morning paper opens the

eyes of many to whom the newspaper has meant only the sporting sheet and the "funnies".

Often, when asked to suggest debate subjects or current topics, the librarian can influence the student to select something of vital, timely interest, thus keeping him in touch with the history that is being made today.

A word in the school paper will often set students to reading magazine articles which, to their surprise, they find as interesting as the latest "best seller". And this is a very vital point in the functions of the high school librarian; for we are preparing these boys and girls to go out into a world in which, according to Mr. Arthur Pound, they will have an increasingly large margin of leisure. We can have no small part in developing socially-minded people, who will use that leisure well.

Edith M. Schulze, librarian, High School, Redondo, California, discussed HOW THE LIBRARY CAN BE OF SERVICE TO THE SCIENCE DEPARTMENT and pointed out that first of all the librarian must study the aims of the scientist and the spirit in which he works. She must read scientific periodicals and be able to show the teachers the wealth of material available, and the students how to use this material. An up-to-date well balanced collection of books, periodicals, pamphlets, clippings, pictures and if possible slides and films to furnish background, should supplement and enrich the course of study. Definite suggestions were made of lists which might be studied to acquire balance in the collection. Miss Schulze stated also that there should be a regular and systematic procedure for getting rid of old material, as well as for acquiring new and up to date lists from other organizations, much of which may be procured free.

Bertha Carter, librarian, Oak Park and River Forest Township High School, Oak Park, Illinois, talked on THE RELATION OF THE LIBRARY TO THE ENGLISH DEPARTMENT. In brief she stated that although the high school library is indispensable to all departments, it is the English department which leads all in its variety of demands upon the library, one reason for this being, that most

*Abstract.

of the outside school activities, such as literary, drama and debate clubs, school publications, etc., are conducted under the auspices of the English department. Miss Carter told of the value of having the assistance of high school teachers in book selections. Emphasis was laid also on the importance of securing the teacher's aid in investigation of the voluntary reading done by the students for helpful insight into the varied interests of the boys and girls. Reference was made to a suggestive article in *The Illinois Association of Teachers of English Bulletin*, for January 2, 1922.

The next paper was

THE SERVICE OF THE LIBRARY TO THE HOME ECONOMICS DEPARTMENT

BY MARY JOSEPHINE BOOTH, *Librarian, Eastern Illinois State Teachers College, Charleston, Illinois*

Books on home economics, in common with those of other subjects, do not include all the material needed in the classroom and consequently supplementary material must be used. Pictures, lantern slides, educational exhibits, clippings, pamphlets, books,—all these may be put to use in widening and deepening the instruction in the home economics department and in creating a greater interest on the part of the students in preparing assigned topics.

Sources for pictures may be found in duplicate copies and odd numbers of old magazines, picture sections of newspapers and sets sent out by manufacturing firms. The picture collection, added to almost continuously by a librarian on the lookout for needed pictures may become one of the most valuable adjuncts of the library. There may be found pictures of different commodities as tea and coffee, showing the cultivation and the various processes in manufacture, pictures of the furnishing of different rooms in the house, pictures of costume, particularly historical. Charts are issued by different firms and by the United States government.

Sometimes the history and geography departments have lantern slides which can be used by the home economics department to

illustrate interior decoration, costume and the cultivation and manufacture of different commodities. It is advisable to look over the catalogs of different firms dealing in lantern slides for available material.

In teaching textiles and food products it is advantageous to have educational exhibits. Some firms manufacture exhibits of many kinds at various prices; many firms manufacture exhibits of their own products which are sent free or for a moderate charge. Exhibits of cotton, silk, tea, coffee, cocoa, and flour are interesting and instructive.

Clippings from newspapers and magazines will increase the resources of the library especially on many small, relatively unimportant subjects or on new subjects about which there is little information. When more information is available these clippings may be thrown away.

Pamphlets offer a mass of material singularly useful as they usually deal with a small subject and give it a more extensive treatment than is accorded in books. Manufacturing firms, the federal and state governments, all issue worth-while pamphlets. Many of the editions are limited and only those applying early can secure them. It is well to be on the watch for notices of valuable pamphlets. The *Monthly Catalogue of United States Public Documents* and the *Monthly Catalogue of State Publications*, both obtainable from the superintendent of documents, Washington, D. C., are invaluable. The *Booklist* each month has a list of pamphlets; and the *Journal of Home Economics* includes pamphlets in its section, bibliography of home economics.

Claudia Quigley Murphy is the author of the *Art of table setting*, and *Cocoa*. These may be obtained from her at 41 Union Square, West, New York City, and are quite useful. Many manufacturing firms issue booklets describing their industries and products. Booklets on chocolate, cocoa, coffee, flour, salt, spices, sugar, tea, cotton, silk, wool and canning may be procured. If one takes the trouble to ask the grocer about pictures, educational exhibits, and pamphlets, valuable material for the collection may be obtained.

Both the federal and the state governments issue dependable publications. The

federal government seems especially interested in home economics, as authoritative bulletins dealing with different phases of the subject are issued by the Department of Agriculture, the Bureau of Education and the Federal Board for Vocational Education. Recent *Farmers' Bulletins* which should be of use to the home economics department are: *Home laundering*, 1099; *Pipeless furnaces*, 1174; *House cleaning*, 1180; *Operating a home heating plant*, 1194; *Rice as food*, 1195; *Milk and its uses in the home*, 1207; *Home canning of fruits and vegetables*, 1211; *Floors and floor covering*, 1219; *A week's food for an average family*, 1228, which gives suggested bills of fare and tables of the fuel values in terms of approximate hundred-calorie portions of many of the common food materials; *Chimneys and fireplaces, how to build them*, 1230; Agricultural Department bulletin 975, *Food values; how foods meet body needs*, gives explanations and charts of 50 common foods, showing how far a pound of any one of the foods goes toward supplying the fuel, protein, calcium, phosphorus and iron needed daily by a man at moderate muscular work, and Agricultural Department circular 189, *The well-planned kitchen*. Twelve home economics circulars have been issued by the Bureau of Education. Number 11, January, 1922, is entitled, *Equipment and rooms for home economics department*. This bulletin gives space requirements, with plans, adapted to schools of different sizes and a list of cooking utensils and other supplies. Home economics circular 9 gives detailed home economics courses for junior high schools, for each quarter of the school year. The last home economics circular, number 12, March, 1922, *State certification of home economics teachers* gives the certification requirements in the various states. The Federal Board for Vocational Education also has a home economics series. Bulletin 71, Home economics series 6, by Genevieve Fisher is entitled *Home project; its use in home-making education*. This is a useful publication.

School of home economics connected with state universities occasionally issue bulletins. The University of Illinois has published a number of home economics bulletins in its

series of university bulletins. Sometimes state agricultural experiment stations issue similar bulletins.

Catalogs of firms dealing in refrigerators, heating apparatus, and other household equipment may be kept for use of home economics classes and should prove of practical value. To save space, when the new catalog of a firm is received, the old one may be thrown away.

The question of magazines is sure to come up in any discussion of a home economics department. Certain magazines, as the *Journal of Home Economics* and *Good Housekeeping*, should be subscribed for regularly, provided the funds of the department warrant this, and the back numbers kept on file as they are both indexed in the *Readers' Guide*. Many of the magazines, devoted exclusively, or almost exclusively, to fashions, are quite expensive and of only temporary use. It is entirely feasible, much less expensive, and probably more satisfactory, especially with limited funds, to buy at local news stands only those numbers needed. Three or four different magazines thus obtained for fall, winter and spring use would give a wider choice than if only one such magazine were subscribed for regularly.

Books must be bought for the home economics department. The several volumes of the *United States catalog* will give the author, title, and publisher of books published some time ago; price is also given but this must be looked up in the *Publishers' Trade List Annual*, latest edition, to get the corrected price. *The Cumulative Book Index* will help in selecting recent books. The *Book Review Digest*, with its descriptive note of the book and abstracts of book reviews, which have been published in a selected list of magazines and book sections of newspapers, is an almost indispensable aid. Plus and minus signs are used to show whether a review is favorable or unfavorable.

Pictures and clippings may be kept in a vertical file, classified by the decimal classification or arranged alphabetically by subject, using the subject headings of the *Reader's guide*. Pamphlets may be kept in pamphlet covers and cataloged, provided they

are likely to be in rather constant demand; those of less value may be kept in a pamphlet box with books on the same subject and entered under the general subject only in the catalog; or they may be kept also in a vertical file arranged like the pictures and clippings.

If the library is to be of the highest value to the students in the home economics department each one must know how to use not only the catalog but some common reference books. Just how to get the time for this is a problem that has been worked out in different ways in different schools. Sometimes the English and history departments give half or whole recitation periods to the librarian for this instruction, and why should not the home economics department share this also? Surely the ability to use a library in these days when libraries are so general should be a part of the common education. The librarian, not the teacher, should give the instruction in the use of the library. In the early lessons the rules of the library and the location of books should be explained, the use of the catalog, including author, title, subject cards, and call number, and how to find books on the shelves. Every entering class needs at least this instruction given with problems to work out embodying the points brought out in the lessons. Later on in the high school course, the use of common reference books and of magazine indexes should be explained and problems given. Learning how to use the magazine indexes is particularly important. In home economics, especially, there is much usable material in the magazines. By means of this instruction, the students are able with little waste of time to look up material for topics not only in the high school library but also in the public library, which must be used to supplement the school library.

This building up of the home economics department is an endless quest but it is worth all the time and thought and energy it costs.

Owing to the fact that it was necessary to adjourn the meeting at four o'clock to get to the dinner for school librarians arranged for by the Detroit school librarians, it was necessary to postpone Miss Cook's

paper on **TECHNOLOGY AND MANUAL TRAINING**, as well as any discussion until the Friday session.

The secretary was instructed to receive the annual membership dues of fifty cents from all members of the section.

The meeting adjourned.

After a very delightful dinner party, arranged for the School Libraries Section, by the school librarians of Detroit, informal speeches were made by the guests of honor, among whom were schoolmen of distinction: Dean Courtis of Teachers College, Detroit; Dr. Hillegas of Teachers College, Columbia; C. C. Certain, supervisor of language instruction, Detroit City Schools; Harriet Wood, St. Paul, Minnesota; Annie Cutter, Cleveland, Ohio, and Martha Wilson, Springfield, Illinois. Adeline B. Zachert was requested to draft a greeting to Mary E. Hall, librarian, Girls High School, Brooklyn, New York, without whom it was felt a meeting of this group was incomplete.

Second Session

The second session of the School Libraries Section was held in the large banquet room of the Hotel Statler, Wednesday evening, June 28, and was called to order by the chairman.

The following papers were presented:

THE OLDER BOY AND THE BOOK

WILLIAM HEYLIGER, *Author of High Benton*

Several months ago, while on a lecture tour of the middle west I walked into a bookstore to talk shop with the proprietor. Two rows of *Tom Swift, the rover boy* and other sweet characters of juvenile fiction ran half the length of the store. "You must have quite a call for that sort of stuff," I observed, and the proprietor shook his head. "The demand," he said, "is falling off. All those books should have been sold during the last holiday season. I haven't placed a spring order."

I walked out of that store with a deep feeling of satisfaction. So boys were turning away from the heroes of the impossible and improbable! It was cheering news! But as I went on from day to day, talking to groups of boys of the high school age, I slowly began to realize that older boys—at

least as I found them—were not only in rebellion against the tawdry rot of the cheap series books but were also questioning what some people sometimes call “the high-priced book”—as though price, per se, created style, feeling, imagination and sincerity by some magic power all its own.

After the first shock of this discovery wore off, I found that I was not surprised. I do not know how any person who has had any contacts with juvenile fiction—I dare not say literature—could have been made uneasy or apprehensive by the modern boy's attitude. It was bound to come. An adult world cannot go through the tremendous upheavals that have shaken society without the tremors recording some reaction in the adolescent. The older boy of today is a different boy from the older boy of yesterday. Forces unknown when I was a lad have given him a wider contact with life. To me a seven-mile ride on street cars to a picnic ground overlooking the Hudson river was an adventure. But the boy of today looks upon seven miles as a mere fifteen-minute run in an automobile. We thought we were mechanics if we could mend a broken bicycle chain; today's boy is familiar with the mysteries of the six-cylinder gasoline engine. The morning paper brought us the baseball scores of games that had been played fourteen hours before; today's boy gets the score by radio fifteen minutes after the last man is out. Magazines devoted to mechanics have reached a circulation undreamed of. The boy builds model aeroplanes and assembles his own wireless. We were of our own village, content with small things, going our small rounds; he is of the world with the world before him. He has come out of a boy's groove and is roaming at large; his books are, for the most part, still in the groove and rather unaware that he has left the scene; or if aware that he has gone off on a new trail, his books stupidly wonder why he deserted the old homestead, why he went away, and how soon he'll be back.

He'll never be back—not unless his books light a candle, sweep the house and consign to the rubbish heap all the hackneyed, outworn, tottering old fossils that have been meandering through juvenile fiction and mas-

querading as plot, counter-plot and incident. The same old stories of school and sports, the same old adventures—in short the same old stew cooked and recooked until it would seem astounding that even the typewriting cook doesn't himself weary of the sickening mess and turn from it in disgust.

How futile and how wasted so much of it is! Tell the average writer of the school-sport story to subordinate his sport and then the wreck becomes apparent. For with baseball or football or hockey out, the book is naked. It has no soul, no stirring of the spirit, no thought, no conception save to run over thin ice to an apparent end. In the name of that splendid vision we call the creative spirit what reason can be given for calling such books into being? With them go adventure stories either stale or trite or else recording such affairs as have never happened to mortal boys since the world began. Give such books to the older boy who has an established library contact and at the end of four chapters he can quite likely tell you the plot in considerable detail. Do you wonder that this modern boy of ours is growing dissatisfied with the sickly, pallid creations?

Do you wonder that I found boys who had chanced on Charles Hawes' *Mutineers* telling me of the book in rapture? Gold had been discovered in the mire.

And the pity of it all is that the boy has such a fine sense of perception, such a freshness of reception, such a warmth of appreciation, so much of seriousness, such a depth of emotion to bestow upon that which is worth while. We have given him, in the main, books that are akin, in their poverty of ideas, to the average of adult fiction. He deserves better. Give a hundred adults a book of wonderful conception and skilful execution, and a varying number will tell you they do not like it. They will be governed in their responses by obscure shafts of experience, by open or subconscious prejudices, by groove habits of reading, even by the state of the weather. But the boy is fresh. His life is at the dawn. Tomorrow is a rose page. However much he may pose publicly, alone with a book he is himself—far more serious than we deem him, with depths of feeling that all too few

of us ever probe. Give a hundred such boys a boy's book of wonderful conception and skilful execution and you will have a one hundred per cent response. Their surrender to an author who can reach them is complete and entire. The average adult reads to forget; the average boy reads to remember.

What books do these adolescents want as they stand on that vague borderline between boyhood and manhood? In my experience they want the books that present to them cross-sections of their own real problems, books that carry the romance of life and yet hold fast to the actualities. The world is before them; they thirst to know what it is like. They want adventure, not alone the well-done adventure of physical action, but the adventure that finds its movement in a clash of wills and that writes glory into the commonplace. Everybody likes to feel himself in the hero's shoes; but the older boy demands that that hero be of a pattern akin in possibilities to himself and not a prodigy or a caricature. And lastly he wants the sane, moving, gripping story of character development. That is the type of book that grips him the hardest and leaves the greatest and most lasting impression.

I am a bit timid of speaking of character development. Many years ago I rushed in where angels feared to tread. In a moment of rebellion I wrote to Miss Massee and demanded to know why my early football and baseball stories were not on *The Booklist*. I made quite a point of the fact that each book pointed a moral. At the time I was unaware of the library attitude toward the book with a frankly confessed moral. Miss Massee's response was sweetly charitable. I still preserve it as a model of diplomacy. It proved to me that a learned Frenchman was right when he said, in substance, that language was made for the concealment of thoughts. But, though a great many years have passed since then, I must admit frankly that I have not changed my viewpoint of fiction. The book that can, in its small way, plant the seeds of character culture is still to me *the* book. Dickens and Thackeray had what Jack Lon-

don claimed every writer must have—"philosophy of life." They wrote novels with a purpose. Why, providing a juvenile writer never loses sight of the fact that first and last he is telling a story, can he not write his philosophy of life into his work? Whenever an older boy writes to us in *The American Boy* office to tell us how much he enjoyed a story, invariably he speaks of some emotional scene that touched him, heart and soul. So far as he is concerned, we must get away from the terribly dull thing that is called "the average juvenile." We must give the older boy a literature of his own. Though only a year or so older than the boy who is still just boy, that year bridges a gap irrevocable in its finalities. At present this older boy, wearying of so much in the juvenile room that he calls "kid stuff," is really not yet ready to feel at home in the adult section of the public library. He goes there, finds some books that were in the children's room—books that do have the particular appeal he demands—but instead of having these few books make him feel at home he is depressed because of their small numbers among so many. He doesn't take out books as often as he used to. The books he does borrow he holds for a longer time. And finally he is through. The reading habit has been broken by the very agency that should have built it up—books. To that boy the joy and thrill and stimulation of all that is best in English literature is lost forever.

You cannot call a literature into being for him over night. You cannot call it into being at all. It must be a growth, a development. But I think that it must have, and will have, within limitation, the form of the adult novel. It will handle problems with the full story-telling instinct, and because this is a day of strong forces at work, it will not be a book so hedged in with so-called niceties. It must have characterization, and not mere names of characters. It may be that it will meet with some opposition; but it will triumph, for the breath of life will be in it.

Let us try to realize that this older boy of ours is almost a man. He wants the book that marches in spirit with the growing manhood that is in him.

BOOKS AND CHILDREN IN ELEMENTARY SCHOOLS

BY JASMINE BRITTON, *Supervisor, Elementary School Libraries, Los Angeles, California*

When we analyze the field of library work with children and compare the number of children who are using the public library with the number of children in the schools, it is apparent that the public library is not reaching all the boys and girls in the community. If we approach the problem from another direction and imagine all the children in the schools descending in a wave of enthusiasm upon the public library, there would not be sufficient books to meet their demands. The assignment of topics from one teacher alone to a class of 35 children can exhaust the book collection and demoralize the entire staff of a library attempting to satisfy the insistent demands of the children.

When we ask a class of children for a list of books they have enjoyed, it is distressingly evident from the results that the library has had but a small part in supplying the book which they have read. At present we must acknowledge that the libraries are reaching only a small portion of the children in the community. Before we can hope to cover the field adequately, the library must think in larger quantities than it has ever done before. There must be larger appropriations and greater quantities of books.

The present tendency in teaching is to blend geography, history, civics and reading until there is no period when one abruptly stops and the other begins. The inter-relation of each of these subjects with the others greatly enriches the entire course. Thoughtful educators are supplementing the basic texts with many other books and a librarian who has a knowledge of children's literature to fit the right books to the special needs as they arise. Not only supplementary readers are supplied, but stories and suitable biography relating to the country or period in history then under discussion.

As librarians, we are frequently scornful of supplementary texts because they are without inspiration or literary distinction,

yet they are frequently the only material we can find in suitable form for children and are extremely useful. Dr. Winship says: "In half a century American school books have improved marvelously, almost miraculously. Nowhere in the world have they improved as in the United States. There is not a nation on earth in which the school books approach even faintly those of America". Although there is truth in his statement, we cannot but recall in our own experience many a lesson over which we droned or dreamed. Floyd Dell in his essay, *Were you ever a child?* has cleverly characterized the boredom of a child over his lessons in the following:

"If you want to see the most terrific and damning criticism of text books, open one of them which has been used by a child and see on the margins in fretful and meandering curleques which say as plainly as the handwriting on Belshazzar's wall, "I have weighed this book in the balance and found it wanting. It does not interest me. It leaves my spirit vexed and impatient." I have estimated that the scrawl work in a single average school book if unwound and placed end to end would extend along the Lincoln Highway from Weehawken, New Jersey, to Davenport, Iowa, while the total energy which goes into the making of these scrawls each day in the public schools of New York City alone would be sufficient to hoist a grand piano to the top of the Woolworth building. The grand total for the United States of soul-power that dribbles out into these ugly pencilings amount to a huge Niagara of wasted energy."

A children's librarian within the school system, as part of the official family, can supply the necessary leaven of books that are more than texts, and enliven the recitations for both the teacher and the children. She sees the possibilities of helping to a greater degree and with an understanding she did not have when she lived next door in the public library. Indian life, interesting as it is to boys and girls, become more vivid when James Willard Schultz's *Apauk, caller of buffalo*, is read and one of the long lanky boys in the class can scarce contain himself until he has told the others about listening, as many a Los

Angeles boy has, around the campfire of the Woodcraft League to the author's own story of his boyhood among the Indians. From this interesting account directly related to boys' own experience, one can frequently venture into the more difficult field of biography and include Eastman's *Indian boyhood*.

When a class is studying about England, how grateful the teacher is when you put into her hand *Merrylips* and tell her the setting is in the time of the cavaliers, and that her girls will grow enthusiastic and the boys will think it not half bad; that Beulah Marie Dix lives here and has a small red-haired daughter about Merrylips' age, with the fervor and energy traditionally attributed to such folk. If the class is studying about the Sahara Desert, we can think of nothing better to give them for atmosphere than the race on camels across the desert sands in *The lance of Kanana*. It is such books as these that in addition to accurate impressions of place or period in history give us much more in life values. They give us history plus. They "lessen the gap in education between learning and living."

One of the educational catch words of the day is "silent reading." While the objective of silent reading is the ability to read rapidly, accurately and with comprehension, it also includes the forming of the habit of reading for pleasure. It is the emphasis on the pleasure of reading, the fun of reading, in which the library is concerned, and in which it can be of very definite assistance, both to the teacher and to the children. It is the school's phrase for something for which the library has stood in all its work with the children. Here is our opportunity to help in the new emphasis of an old problem.

In planning library service in the schools and considering where we can gain the largest returns for energy expended, it is of first importance to consider the great help the teachers can be. There is no estimating the multiplied influence which can result from one teacher who loves books and passes her enthusiasm on to forty children under her care and also the far reaching influence through the years as class after class of boys and girls pass under her influence.

There is no attribute so valuable to a teacher and librarian as the power to impart to others one's own enthusiasm for books. Yeomans in his *Shackled youth* calls it a divine gift and pays tribute to a teacher, whom many of us know, in whose teaching of literature "you see that ancient and most moving thing, the field and the sower, the lamps and the lighter." It is a situation charged with an enormous potential, with a voltage of which physics knows nothing.

When the school librarian sees that the story of the "Tongue cut sparrow" is studied in the third grade, she provides the teachers of that grade with Williston's *Japanese fairy tales* from which the story was taken, and the teachers in turn use it to enliven the reading period and to broaden the children's interests, while throughout the children are forming the habit of reading for fun. So also the reading lesson on the mishaps of *Larry and Eileen*, who are taking their pig to the country fair, brings forth many giggles from the children and when their teacher can produce an entire book of the *Irish twins*, their delight is supreme.

Then a dismayed principal comes to us and confesses that her eighth grade is leaving school in four months with the conviction that reading is a bore and to be avoided if possible—that not one child, of his own volition, has ever read a complete book. We scurry around to provide the remedy of the right books and a children's librarian who will serve as the Fleischmann's yeast in the book world, stirring the sluggish brains to greater activity and quickening the imagination. More and more we are discovering the futility of applying education on the outside without the leaven of interest working on the inside.

I am constantly impressed with the very fine class of teachers today and their progressive methods in education. They are not hampered by precedent; they are willing to experiment. For some time many of them have been dissatisfied with the usual graded reader. They have believed that as soon as the children mastered the mechanics of reading in the primary grades, they should be given literature—real books to read through. For two years, we have been

experimenting with this method. It was not undertaken on a wholesale scale for every school and every grade in the system, but was first tried in the sixth grade by a selected group of teachers who could take up, pliantly and effectively, new methods and who believed in books. The plan is to supply the entire class with copies of *Treasure Island* or *Hans Brinker* or some other standard story previously decided upon, with incidentally an attractively illustrated edition of the book on the teacher's desk. These books are introduced during school, but any child may take one home if he wishes. Class discussion follows the reading. Another method has been to have every child read a different book. When they have finished the books, they consult with the teacher and with her guidance report to the class or tell a dramatic incident from the book of their choice. Do you wonder whether the spark of inspiration can be given in the formal classroom? There are teachers who love books, know children's literature, and with rare art open the windows of our minds until we can look up and up unto the stars. If a child comes in contact with but one such teacher, it is enough. He will continue on his way through life seeking the satisfaction that books give.

In spite of the enormous number of children we are not reaching, we find encouragement along the way in those folk who have the genius for happily mixing books and children and evolving book lovers. A piece of fairy gold came our way recently when the seventh grade children at the Rose Hill School decided on a book program. The children themselves worked out the details of books, authors and favorite characters about which each one was to talk. Can you see the class leader, Ascencion Marquez, an olive skinned Spanish girl, whose eyes glowed with freedom and happiness she had found in books, as she ardently expressed the keynote of the program in Stidger's poem:

Books, Books, Books
And we thank Thee, God,
For the light in them,
For the might in them,
For the urge in them,
And the surge in them,
For the souls they wake

And the paths they break,
For the gong in them
And the song in them,
For the throngs of folks
they bring to us
And the songs of hope they
sing to us.

Not only did the class giving the library project expand greatly in their appreciation of books, but the entire school responded and declared it the best assembly of the year.

During Children's Book Week, the library alone could not penetrate far into the community life without the sympathetic help of the teacher in suggesting to the children, in one form or another, the germ of the idea that it would be a wonderful thing to have a book of one's very own for Christmas. The library supplied the necessary list of books from which to choose. The teachers developed the thought in any way they thought effective. In one case, the children wrote letters home, telling which book they wanted most. We much enjoyed that of Lily Chung, a little Chinese girl with entirely modern American tastes: "Dear Mother—I want the book of *Peter Rabbit* for my Christmas. He is a funny rabbit who ran away and ate cabbages and I would rather have him than a toy stove. Your loving daughter, Lily" At this time, the elementary school library throws all restraint to the winds. The requirements in the course of study are neglected; dust and cobwebs gather over books that are good for you and instead we revel and recommend to teachers, parent-teacher associations, mothers' clubs and the children themselves, all the good old tales we can think of and such recent books as *The mutineer*, saturated with the salt sea, pirates, hidden treasure, violent deaths and Malay savages, around which sweep storms and gusty winds enough to satisfy any boy's demand for action. Then there is Howard Pyle's *Book of pirates*, where swaggering, desperate buccaneers crowd the pages. What gorgeous pirates they are, in their rich red, golden yellows and turquoise green, bearing down the deck with knives in their teeth—pistols in either hand—ah! then it is that one small girl longed to be a lady pirate. No one before or since has had, in this field, the same vigor and originality marked by a direct simplicity as Howard Pyle.

Turning from pirates to poetry, there are the whimsical verses of Rose Fyleman to charm us and make us believe again in fairies when we come upon this in her new collection:

The Fairy Flute

Some days are fairy days. The minute that
you wake
You have a magic feeling that you never
could mistake.
You may not see the fairies, but you know
that they're about
And any single minute they might all come
popping out.
You want to laugh, you want to sing, you
want to dance and run;
Everything is different, everything is fun.
The sky is full of fairy clouds, the streets
are fairy ways—
Anything might happen on truly fairy days!

For Children's Book Week this coming fall Los Angeles is already making plans to which we believe the children will respond with enthusiasm. The public library has formulated the scheme. The schools, boy scouts and booksellers have all agreed to work on it. If the recommended books are to be on hand in the stores in sufficient quantities to justify a city-wide campaign among a hundred thousand school children it is none too early to begin. The slogan among the children is to be "Earn a book." The scout masters are planning to encourage their boys by allowing it to count so many points toward an honor.

The drawing department in the schools will direct the making of posters for Children's Book Week. A real project like this accomplishes several things. It increases their skill in drawing, it educates the children to appreciate the joy of books and the posters give the library advertising material for the community. The lists will be distributed to the children through the teachers, with the commendation of the superintendent. We believe the children will respond to the "Earn a book" idea. A book so earned will become a very real part in that child's life. For many it will be the beginning of their own library and better books will be purchased for it.

Ideal library work with children should combine the advantages of a public library, for the children who seek it out, and the

advantages of a school library to which all the children are constantly exposed and in which can be started an interest in books, an appetite to be appeased by the wider collection of the public library.

So it is apparent that the field within the elementary schools is vast and as yet practically untouched. There can be no question of the essential value of such service to the schools, towards improving and increasing the reading throughout the community.

BOOKS IN THE JUNIOR HIGH SCHOOL

BY LAURA GROVER SMITH, *Librarian, Virgil Junior High School, Los Angeles, California.*

The junior high school librarians of Los Angeles have recently compiled a list of about 1800 titles, revealing the fact that we overlap the elementary book list at one end, and the high school list at the other, and in addition have many books for this delightful age of children.

This particular age is what my mother called the "book and apple core age." There is no other time in life when reading gives such keen pleasure, and no other time in life when education can be so pleasantly disguised as these three junior high school years, the 7th, 8th and 9th grades.

My library is in a school where the principals believe in assigned periods and 1100 boys and girls come twice each week and may come at any time for reference work. I therefore see each child every week twice while he is in the 7th, 8th and 9th grades. I feel then I know him very well, for I have shared his problems and we have shared our enthusiasms for three years.

This systematic exposure to books leaves a permanent impression, and whether the child is conscious of it or not, there is a continuing influence and he must with no effort on his part become a reader of books.

It is also the age when the librarian is a librarian plus the card catalog, and in the high school it is, and should be, the card catalog plus the librarian. A morning like this must involve the librarian, no matter how many analytics she carefully has made; "Miss Smith, how much does it cost to run

the city?" "What time is it in Denver, when it is noon in Greenwich?" "What is the origin of red tape?" "What is the difference between kingdom and empire?" One little girl wanted to know how each of the Apostles met his death? And at the end of this very fatiguing day a little, black-eyed Jewish boy came in and his father wanted to know how old Moses was when he died. By this time I was ready to envy Moses his lonely resting place.

"Exploratory opportunities" is the somewhat generic phrase familiar in junior high schools defining opportunities made for the side excursions of the child's mind. It is the age of ideals, of dreams, of imagination, of experiments, and a constructive sense which is mixed with a love of adventure. This mind traveling would not be possible without the library.

In these magic years the child finds himself in a great field, with freedom to wander—a few years later his vision narrows with the definite aims of life and successful education must go in paths. As some one has said, this is the age one teaches children—a little later one teaches subjects.

In line with the exploratory idea, a day stands out in the annals of our school, which convinced the children the library was with them and for them. One of the boys brought an aeroplane to show me—he was followed by others, and we decided it would be a fine thing if we could have an aviation meet—our principal was willing—the manual training department helped—the library offered prizes for the best essays on the past, present, and future of aviation—its war achievement, and a story. All the English classes competed. We were worn to shreds with the extra work, in selecting the material. But the morning came, the essays were fine, the aeroplanes flew more or less, the newspaper reporters called it the first school aviation meet. Cecil De Mille flew over our heads in a big machine, Eddie Rickenbacker wrote us a letter, and the little girl who wrote the best story had it accepted by *St. Nicholas*. We thought on the whole it was a successful day. We felt we were making history—for on that same day the three great aeroplanes "hopped off" to cross

the Atlantic, and we had tied up our interest with one of the great achievements of the century.

Science is advancing so rapidly that this already seems ancient history, as does our first radio day. We feel like pioneers, for it is two years since the boys asked me if they could install a radio in my workroom. There were really three and the school routine was somewhat disturbed, but the children were contributing to science. They had poured into my ears the story of radio; with what little equipment and large accomplishment. I lived in a whirl of technical terms, and at last we were 'hooked up.' The mysterious thing seemed an ancient and well-known, and not at all extraordinary fact to these boys. But, never shall I forget their faces, they were blind to every one and deaf to all the world excepting the revelation of the air. It was the spirit of youth—perhaps it is no longer in the city street, but in the walks of the invisible plane. This adventure takes the place of that dream land when boys wanted to go to sea.

Instead of longing to be a pirate, with great hook earrings, and pacing the deck, the boy is content to wear the wireless earpiece, and dream of being a radio engineer, of some other kind of adventurer in science.

The result of this day, and one other, when we heard President Harding's speech as it came through in code from the high power towers at Arlington, as it was relayed across the continent, was a great desire not only for radio literature, but all books of science.

Our scientific magazines are torn into shreds and tatters—we take *Scientific American*, *Popular Science*, *Popular Mechanics*, and *Radio News*, and at the end of the month there is nothing left to bind, but all that scientific information has found its place in the active minds of the children.

I must say a little about our library lessons. All junior high school librarians have young student assistants who are very much alive. In addition to the five periods of work each week, there is one period of instruction. Besides the technical things I tell my class, which consists of the assistants and as many A9 and B9 children as care to

come, something about the structure and history of the book, the story of the title page, encyclopedia and dictionary, special reference books, our magazines and *Readers' Guide*, one lesson on publishers and one on illustrators; not that I think the children acquire much on the last two, but at least they learn to look for the author's name, the publisher and the illustrator. This habit of looking for these things may later create a discriminating taste.

After a lesson on the classification and card catalog, one of the boys asked me if Callimachus were anything like Dewey? I confessed to knowing something about Dewey, but nothing about Callimachus. He, however, informed me that the guy, Callimachus, was the librarian of the great library at Alexandria and had made a classified catalog of the books, which is all we know of its priceless treasures.

Our lesson on the dictionary revealed many surprises and delighted the class, especially about the retirement of old and the making of new words—aviate, nose dive, hangar, shoot, camera, and now, broadcast, jamming the ether and hook up. Real estate agent and insurance agent have recently been scrapped and the dignified insuror and realtor taken the place. Hike and joy ride are in the last Funk & Wagnalls dictionary—the latter gravely defined as “a ride taken in some one's else automobile, usually at a high rate of speed.”

Another of my boys, so his father tells me, thinks that the library economy would be greatly improved if the publisher would stamp the classification number on the back of the book and on the title page when it is published! This opened endless possibilities—why not? The publishers might send skeletons of their books to a committee of the A. L. A., who would classify them, as is done in *The Booklist*, and how it would simplify everything if catalog cards could accompany each book. That is too much to dream—but the fact of the boy thinking of it was interesting.

We have one lesson which is a gala affair and we only have it at rare intervals. It is a living library lesson, when ten girls come in to music and stand a number of feet apart, before the book shelves answer-

ing to their names, Philosophy, Religion, and throughout the classification, telling in a few words the wealth they hold. Then another group comes in, books, which are classified in place. Then fiction comes, followed by well-known and well-loved characters. All are in costume and all respond to their names. Lastly, comedy comes in, by way of the dictionary and encyclopedia and *Readers' Guide*, a wise person, who says:

I am the *Readers' Guide*,
I take a little pride
In showing you inside
The current magazine.

More rhyme follows, and the lesson ends when the Yankee at the Court of King Arthur comes in and takes them all out.

You may be interested also to hear of our teachers' library class. At the suggestion of one of the teachers we are starting something new—a teachers' library class. They come at the lunch hour and have their lunch in the library, and we talk about library things, the classification and the card catalog, the magazines and recent articles, something of publishers and editors, library news and late books. In this mutual interchange we are helping each other, and next year we think it will develop into an interesting symposium with an occasional outside speaker. Each term we hope to have perhaps four or six of these meetings.

THE HIGH SCHOOL STUDENT AND THE BOOK

By STELLA WHITTAKER, *Librarian, Hope Street High School, Providence, Rhode Island.*

In order that you may more fully understand what I wish to say to you this evening, may I make an explanation of a personal nature? My career as a high school librarian is confined to the last two years. Previous to that time, I was, for many years, a teacher of the classics. In the first week of my teaching experience, I spent an evening carefully analyzing my ideals and purposes. At the end of that evening I formulated a creed to which I adhered throughout the period of my teaching career. The creed substantially was as follows:

I believe that the thoughts of the great

and wise are revelations made to them of the sacred inner mysteries; that these revelations embodied in literature must be made accessible to all in order that all may approach, if not attain, to the same relation to the great, to the divine, which the author himself enjoyed; that in the period of childhood and adolescence, the mind is most impressible, most receptive to truth; that it is the high privilege and sacred duty of the teacher to make all such revelations of truth and beauty especially attractive and accessible to youth and, I would add, to all who come within the field of her influence.

To my consternation, the demand for fiction was at first confined almost exclusively to the Anne books, the Elsie books, those by Mary J. Holmes, Alger, and many others of even less value. Although a few of the students longed for those books until the end of the year, by far the greater number were soon enthusiastic readers of Alcott, Cooper, Mark Twain, Scott, Churchill, Connor, Tarkington and Stewart Edward White, all of whom are wholesome, interesting and worth while for boys and girls, supplying the romance craved by the girls and the adventure demanded by the boys of high school age, but both restrained into wholesome channels. When *Ramona* is returned, it is so easy to bring about a little discussion of its interest and charm. This opens the way for me to suggest the book, *Through the Ramona country*. The reading of this is very likely to lead to that of *The Rocky Mountain wonderland*, *Some strange corners in our own country*, *Through Glacier Park*, and *The West through a car window*. The discovery that a boy or girl cares for dogs gives me an opportunity to put the *Call of the wild* into his or her hands and, after that is read, the student almost invariably reads *Greyfriar's Bobby*, *Bob, son of battle*, *Buff*, and Mark Twain's *Tale of a dog*, with its splendid appeal to the deeper, finer nature of the reader. Meanwhile, the National Geographic *Book of dogs* lies on the table or is otherwise easily accessible. When the boy has read *Greyfriar's Bobby*, I show him pictures of old Edinburgh, the castle, Greyfriar's churchyard, Scott's monument, Holyrood palace and other places alluded to in the book. This naturally makes him

wish to read Scott's novels, *Chosen days in Scotland*, *Scotland* by Rait, *Robert the Bruce* and *The life of Sir Walter Scott*. If reading the *Call of the wild* aroused in the boy an interest in things of the North, he is ready for *A tenderfoot with Peary*, *Doctor Grenfell's parish*, *Adrift on an ice-pan*, *Farthest north and Nearest the pole*.

For a long time essays lay unread on the shelves, but there is seldom a day now when I do not see them being read with apparent interest and enjoyment. I well remember in the early days when essays were being introduced to our students, an experience with an interesting boy in the school. This particular boy led his class in the commercial department, which necessitated hard work. In addition, he went to Boston twice a week to take a music lesson; practiced five hours a day on his violin and gave music lessons to several pupils in order to pay the expense of his own musical education. He came into the library hurriedly one day and said: "Have you any essays that are not so dry that they would fly out of the car window on the way to Boston? I never saw an essay yet that wasn't as dry as that." "Yes, indeed," I replied; "I have many essays which I am sure you would enjoy. Have you ever read Stevenson's *Apology for Idlers*?" "No," he replied, with a smile. We went to the essay shelves and together looked over and discussed the possibilities of several volumes. He finally decided to take the volume of Stevenson and went hurriedly away. The following morning he came to my desk, with shining eyes and face aglow, exclaiming, "I didn't suppose anything could be as interesting as those essays were. Have you you read *Aes Triplex* with its 'All who meant good work with all their hearts, have done good work'?" This had touched and set into vibration the interest of the boy, which had been captivated by the *Apology for Idlers*. The reading of Bennett, Repplier, and Emerson, together with many others, followed, and so essays, the high water mark of literature, had made an appeal far beyond my fondest dream for them.

It was the last day before the Christmas holidays, a year ago last December, when a girl of the junior class came to my desk

with this question, "Who was Queen Esther? I have heard of Queen Elizabeth and Queen Victoria and several other queens, but I never heard of Esther. Where did she rule? Our English teacher makes us look up all these allusions." "There are several reference books," I replied, "in which you might find an account of Queen Esther, but I think it would be better to go to the original source for your information. You will find it in the Bible. It is a story full of dramatic incident and tragedy. I wonder that it has never been filmed." She took the Bible from the shelves and, going to one of the tables, read, with apparent interest, until the end of the period. At the ringing of the bell, she brought it to the desk and asked if she could take it home, saying, "It's such an interesting story that I want to read the whole of it." I explained that some one else might need it through the day, but at the close of school she could take it and read it during vacation. The fact that she had never had a Bible in her hands before, although born and brought up in the city of Providence, was brought out during our conversation.

On the morning on which we reassembled after the Christmas holidays, she came to the library before school opened, her face all aglow, and said, "Isn't it interesting! I've read some in the front part and some in the back and I'd like to read it all. May I take it again?" She did take it again and again until she had read the Bible through.

Last March I wished to tell the Association of New England Librarians some of these experiences and thought it well to get the sequel to that story of the Bible, so I asked the young lady what she was reading and learned that, while she had practically never read a book through until she had read the Bible, she had read many books since that time. Her teachers in the meanwhile had told me of her rapidly developing interest and improvement. I asked her if she owned any books and she replied that she had never owned a book until within a year, but whenever she has money now which she can spare she invests it in some good book. I asked her to give me a list of the books she had bought and when she brought it I found that it contained

the titles of 126 volumes, among which were the *Harvard classics* complete. She explained that she didn't have much time for reading because she worked in the office of a store afternoons and Saturdays, and the money which she earned was necessarily spent to clothe herself and younger sister so as to make it possible for them to go to school. These books, then, had been purchased at the cost of self-denial. She also gave me a list of the books which she intends to buy as soon as she is able. The first is an encyclopedia, which is followed by Shakespeare's works. If I am not mistaken, the only fiction on the list is *Les Miserables*.

My first great adventure was in the field of biography, when I had an opportunity to read aloud to two freshman English classes on an unprepared day. I read from the *Promised land* and at the end of the period in each class the pupils crowded about me to ask if they could take the book home to finish it. It was necessary for me to provide two additional copies and to establish a waiting list. While the pupils were waiting for their turn they were easily guided to *Twenty years at Hull House*, *Helen Keller's Story of my life*, *The Life of Theodore Roosevelt*, *Making of an American*, *The Life of Alice Freeman Palmer*, *Florence Nightingale*, *Clara Barton*, *John Burroughs*, *Up from slavery*, and many other biographies. The reading of biography was contagious; it spread through the school; passed through the acute stage and became chronic.

As you have already seen, we have epidemics in our library, or rather in our school, as in the case of biography and essays. Our first poetry epidemic was an unforgettable experience.

In November of 1920, as I was closing up some of the records of the day, three girls of the junior class strolled into the library, arms about each other's waists and looking very much bored and blasé. "Have you any poetry?" they asked. "Yes," I replied. "What would you like?" "We don't care for poetry, but our teacher in oral English says that we must learn 35 lines within six weeks." "Do you care for the modern poets?" was my next question. And again

came the reply, "We don't care for poetry." I asked them to go to the poetry case and bring to the desk eight or ten volumes of the modern poets in whom I thought there might be an appeal for these girls. They brought me Bliss Carmen, Robert Frost, Eugene Field, Robert Service, Masefield, Kipling and others, and I read a poem from first one volume and then another to them, not realizing, in my own enjoyment, how long a time I was reading until I glanced up into the face of the clock and found that I had been reading three-quarters of an hour. The fact was, I had utterly forgotten my audience and, as my glance rested on the girls, I found that my audience consisted not of three girls, but of 20 boys and girls, who had come in quietly and were listening attentively. I know that there were 20, because I charged out 20 volumes of poetry before they went away. This was the beginning of a poetry epidemic. They forgot that they were required to learn 35 lines in their enjoyment, at first, of the modern poets, and later of the earlier, or classic poets. The reading of poetry spread through the school, regardless of classes or requirements, and it still is as popular as it was at first. In fact, 62 per cent of the books drawn from the library for home reading which is not required, consists of biography and poetry; less than 27 per cent is fiction.

At the same time a boy whose name I had always heard whenever I saw a group of teachers talking together, and never with commendation, came gaily into the library and said, "Miss Whittaker, I've got to learn a poem. Have you got any?" "Yes," I replied. "What do you like?" "Oh, I don't like any of the stuff, but I'll learn anything you say." "No, I don't wish you to learn a poem because I say so, but because it is something you like, and enjoy. Bring me, please, some volumes from the poetry case." I named several of the modern poets, and he brought them to me. As there were pupils at work in the library, I could not read aloud to him, so I told him of several which I thought he would enjoy. He took the books to one of the tables and read, with apparently increasing enjoyment until nearly time for the period to end. Then he

came to the desk, saying, "I didn't suppose that poetry could be like that. Gee! I like it." "Did you read Joyce Kilmer's *Trees*?" I asked. "No, I didn't see it," he replied. I told him he would find it on page 180, and that I cared so much for that poem that I should be glad if I knew that he, too, enjoyed it. He took the volume of Kilmer to the table and, as he read, I watched him from the corner of my eye and saw that his muscles actually grew taut in the enjoyment of those rare lines. Having finished it, he arose from his seat, unconscious of everything about him and conscious only of the vision which he had gained. With the book in his outstretched hands, he crossed the room to my desk and in awed accents exclaimed, "Isn't it wonderful, Miss Whittaker! I never thought of that before, only God can make a tree." Dating from that time, this boy read poetry increasingly. It was not long before I heard his teachers speaking of the improvement in his conduct and work, and in May of this year, it was my joyful experience to help him make his plans to enter college next fall. As he expressed it, life had meant just a good time to him until about a year ago. He knew that his father would pay all expenses and his only ambition was to have the greatest amount of pleasure possible, but with this new vision had come an ambition to "make a man of himself."

BOOKS AND NORMAL SCHOOL STUDENTS

BY GRACE VIELE, *Teacher Librarian, State Normal School Reference Library, Buffalo, New York.*

"Is there anything," asks George Moore, "more discouraging than to find one's darling definitions accepted as commonplace truths?" Such a discouragement, I fear, would be mine were I to attempt to define my ideas about books and normal school students. Moreover, my attempt would involve for you the extremely irritating experience of being harangued to adopt a point of view which is yours already. So let's not waste time discussing a subject upon which we agree perfectly! Let's just play a game of make-believe. Let's pretend that the

ideal normal school library which we have all conceived has been actually established. Let us inspect it together, and see what it is accomplishing.

In the well-stocked and (as we note enviously) well-weeded stacks we find plenty of copies of all the books necessary to supplement the text-book work in the various classes. We approve the reference department with its abundant supply of up-to-date tools used constantly by teachers and students trained to appreciate its resources. We admire the vertical files; the adequate bulletin boards (on which the clippings and notices are always read); the racks and files of the best periodicals, professional and literary; the recitation room for library classes, the work rooms for the library staff; the glass-inclosed alcoves in which small groups may confer on debate work, lesson plans, etc.; and the study where courteously quiet young people, having made intelligent use of the card catalog, discriminately consult indexes and tables of contents, or sit at conveniently arranged tables and with "clean, dry fore-fingers" turn un-pencil-marked, un-dog-eared pages.

Leaving the children's department for the week or so which I know we are planning individually to spend there at our earliest opportunity, let us visit the browsing room.

Of course, the master story tellers of past generations and of our own day are abundantly represented. And there are books of poetry, and plays, and essays, and letters, and biography and travel. Such histories as those of Parkman and Van Loon are there; and the books of scientists like W. H. Hudson and Beebe who give us not only accurate information, but aesthetic pleasure. And there are the children's books which ought to be known and loved by those whose life work is to be the teaching of children.

Here once a week is held a story hour. Sometimes the stories used in the children's room are told for the benefit of eager grown-ups. More often one of the literature teachers, or a student who has shown ability in intelligent, appreciative, oral reading, reads alouds from perhaps *The Pickwick papers*, or *Prometheus bound*, or possibly *Puck of Pook's Hill*, enough to whet the

literary appetites of the hearers and inspire at least some of them to finish the book for themselves. Occasional talks are given on interesting authors or illustrators.

Here the students are acquiring tastes and habits which will, perhaps even more than will their pedagogical studies, affect their future power for good as teachers.

The leisure time of teachers is not abundant. Those who are wise spend a certain amount of it in the open air; and they are indeed fortunate who know how to get from the brief residue true recreation of soul and spirit. In the browsing room, those students who have been in the habit of reading for recreation, but whose reading has been chosen not wisely nor too well, disappointed at first at not finding their favorite authors, discover in the course of time that Willian DeMorgan is quite as pleasant reading as Gene Stratton Porter, Harold Bell Wright, or Grace S. Richmond, and Conrad even more thrilling than Ethel M. Dell.

But the truly recreative virtue of a book lies not in pleasantness of subject matter but in the sincerity and nobility of the author's purpose, the truth and beauty of his vision, and his power to interpret that vision truthfully and therefore beautifully. This fact the browsing room reveals, slowly but in the end surely, to its habitual users. These, meanwhile, are acquiring unconsciously the ability to enjoy consciously that intangible quality known as style and are learning the important truth that the exercise of one's powers of discrimination and judgment is no more incompatible with mental recreation than the exercise of one's power of locomotion is with the physical pleasure of dancing.

The habit of exercising discriminating judgment, once established should increase the future teacher's capacity for deriving benefit from other high forms of pleasure, as well as from reading. Is it fantastic to hope that people who have had access to, and have enjoyed Shakespeare and Euripides (in Gilbert Murray's translations) and Moliere and Ibsen and Dunsany, *Hannele* and *The weavers* and *The beaver coat*, *Riders to the sea*, and *Spreading the news*, and *Major Barbara* may find more pleasure in reading a good play at home than in seeing a poor

one on the stage, and when they do go to the theatre will be as dissatisfied as they have learned to be in the case of mere books with mere sentimentality or sensationalism?

Perhaps the best thing about the browsing room is the geometrically progressive growth of its power for good. The teachers who, as students at the ideal normal school, have known what a school library can mean will hardly fail to work for the right kind of elementary school libraries. Indirectly through these libraries as well as directly by the teacher much of the influence of the browsing room will be transmitted to the boys and girls of the next school generation, and through them to their families.

The pedagogical world is becoming more and more awake to the fact that an education whose purpose is preparation for life should include the development of an ability to get the highest form of enjoyment out of life. So in more and more states normal school courses are being lengthened, and curricula are being revised to provide for classes in the appreciation of art and music and literature. More and more individual schools are emphasizing those subjects. More and more school libraries are being encouraged in what is certainly not their least important work, interesting pupils in reading of the right sort.

For this work a completely equipped browsing room, greatly as it is to be desired and striven for, is not absolutely essential; and none of us need lack opportunities for heading at least a few explorers in the direction of the wonderful country of books.

One normal school librarian has had a lot of fun trying to create such opportunities, despite her library's meagre supply of inspirational books, and the fact that even if the staff were blessed with the physical characteristics of a cross between Briareus and the Hydra, all her members would be fully occupied with the distribution of required reference reading. In the browsing corner which is partitioned off from the reading room by low stacks whose shelves contain recent numbers of monthly and weekly periodicals, a shelf has been reserved for a group of fifteen or twenty books to

be read for fun. These books are changed once a month or so, and attention is called to them by more frequently changed, attractive posters on a display board just outside the library door. Students reading magazines in the browsing corner are asked when they find a particularly interesting article to place the magazine in the magazine rack, open at that article so that others may notice it and enjoy it. Each year for several years during the weeks before Christmas the co-operation of a local bookseller has made possible a small exhibit in the normal school library of books (especially children's books) suitable for Christmas presents. Occasional picture exhibits are held for the work of representative good illustrators or of illustrations from desirable types of children's books. The *Mappe of Fairyland* is featured on various occasions. Groups of seniors serving temporarily as student assistants have, during some of their conference periods with the librarian, played games improvised to test their knowledge of (and incidentally arouse their interest in) heroes and heroines of fiction; and have selected quotations to use on posters in the browsing corner. At a recent book sale, the librarian picked up 25 or 30 really good books which later were displayed in the library for students to purchase at the bargain prices.

These various experiments (which are cited not as being in the least original or in any way models of procedure, but merely as suggestions of the sort of thing which anyone can do) have met with a degree of success by no means startling but sufficient to make their continuance seem worth while. The bargain books went like the proverbial hot cakes. The open magazines in the rack do change, the weekly "Page of verse" in the *Living Age* replacing a story in *Harper's* or the *Century*, and in turn making way for the *Atlantic* "Contributors' club" or some pictures in the *National Geographic Magazine*. Every year a fair proportion of students pay repeated visits to the Christmas book display, ask intelligent questions, take notes, and not infrequently report after the holidays how their gifts were received. The books in the browsing corner, arranged alphabetically every few days, do, in between

times, get encouragingly out of order.

When Tinker Bell drank the poison prepared by the infamous Hook for Peter Pan, her life was saved by the confessions of faith of children who believed in fairies. Surely a discriminating dynamic belief in fairies on the part of normal school librarians, whatever the equipment of their libraries, will help to revive the fairy True-joy-in-life, now suffering from an overdose of that powerful medicine, mechanical efficiency.

The chairman announced that there would be a meeting of the normal school librarians at the close of the evening session.

Harriet A. Wood, chairman of the A. L. A. Committee on Education, presented a recommendation outlining the fundamental principles of school library work which had just been adopted by the A. L. A. Council. (See p. 153).

The meeting adjourned.

Third Session

The third and last session of the School Libraries Section was held in the Pattengill Elementary School at 2:30 p. m., Friday, June 30, the High School Section continuing their session in the library of this school, under the direction of May Ingles, the minutes of which are included at the end of this report.

The round tables of elementary, normal school and children's librarians met in the school auditorium, Bertha Hatch of Cleveland presiding.

The program of the general section was as follows:

TEACHERS' AND CHILDREN'S READING.

By MARGARET E. WRIGHT, *Assistant Supervisor of the Schools Department, Public Library, Cleveland, Ohio.*

Suppose you were shipwrecked on a desert island, what ten books would you like best to have with you? At the suggestion of the librarian, the head of the English department gave this as the topic of a list for the library column of the school paper. The boys and girls entered into the work of making this list with enthusiasm, and displayed much originality. The preparation and discussion of these lists formed part of the English

class periods, and the best were published in their junior high school paper. This is a teacher who uses the library herself and who encourages the children to make use of its every facility for reference and recreational reading.

More and more teachers are appreciating the opportunities which the library offers. Our painstaking efforts of past years to bring to the teachers a realization that books are not only an aid in the classroom routine, but a positive factor in the mental development of the child, are reaping a rich harvest. Now the teachers, themselves, are taking an active part in stimulating the children's reading interests. A knowledge of books and the ability to give them into the hands of the right people are a necessary part of the librarian's training. But for a teacher, lost in the labyrinth of the present-day heavy curriculum to find time for the library is another matter, and the initiative they are taking is the best test of our success.

I am not attempting to set forth here any new or startling theories, but merely to tell some of the actual experiments which our teachers and librarians have been working out together in Cleveland.

A principal in an almost wholly foreign district made an interesting reading comparison. There is a school library in this building and nearly all of the children have a library period, during school hours. One fifth grade teacher was particularly enthusiastic, sending her class regularly and reading aloud books to stimulate their interest. The principal was delighted to find at the end of the year that this class, rather a slow group of foreigners with no home background, tested above the average in reading for their grade. The class was promoted and so passed into the hands of another good teacher, but one uninterested in reading. The principal did not interfere, but watched results. The children had no library contact whatever as a class, and when the Thorndike-McCall reading test was made at the close of the semester, the class, now a sixth grade, had not only fallen below the quotient for their grade, but was surpassed by a fifth grade who had tested below average the year before. This fifth grade, however, had been making diligent use of the library.

Teaching in this building with backward foreign boys and girls is no sinecure, yet the teachers feel that the time which their classes spend in the library is more than repaid by the improvement in general scholarship.

A teacher in a less foreign neighborhood felt that her class was not reading well. To arouse their interest she not only talked over recreational books with the school librarian, but read them herself before having them sent to her room, as a class room collection. She said she could not possibly interest her children in books with which she was unfamiliar.

In an English course in a junior high school, the teacher assigned different types of reading. She first discussed her plan with the children's librarian and was quick to respond to the latter's suggestion that such subjects as biography, travel, poetry and hero tales would open up a possible new field of reading for her pupils. The children chose the topic they preferred, read their books in class period, and at the end of the time made written reports. Both teacher and librarian felt that new or broader interests were created for many of the boys and girls. This individual work with teachers is by no means confined to school libraries. All of our branches have very close relations with the schools of their neighborhood. These schools are usually visited early in the fall, and in many branches where other work permits, schools are visited every week. The teachers are always grateful for suggestions of the newer children's books, both reference and recreational, given on these visits. A library in one of the suburbs of Cleveland makes its contact through the school supervisors. The librarian is invited to attend the supervisors' meetings, where the courses of study are planned and titles for supplementary class-room purchase discussed. In other schools, short lists of attractive books for children, as well as personal reading, are often posted on the bulletin boards in the hall and teachers' rest rooms.

A good opening came to a librarian the other day when a teacher in a nearby school wrote down a list of the books that her boys and girls had read and sent it to the library to have the approved books checked, as ideas

for summer reading. The children's librarian followed this up with a personal visit to the teacher and gave a general talk to the children, telling entertaining incidents from various books suitable for vacation reading. The teacher seemed as much interested as the children during this informal hour.

Cleveland schools have been developing annotation work in connection with required reading lists in seventh, eighth and ninth grades. A club has been organized in one of the junior high schools, under the leadership of the school librarian. They talk over books together and a separate shelf is held for these books in the library. The children read a book a month and write a single annotation to be read at club meetings. The best reviews are posted on the bulletin board and advertise the books to other children. The majority of children are more ready to accept the word of another boy or girl that "it's a dandy," or, "perfectly fine" than to follow maturer recommendation. The English teachers and the librarian have agreed on a uniform style of annotation. Often a teacher arranges with the teacher of another grade to allow a child to spend his English period with her class, instead of his own, to read one of his annotations, or to tell the story of some book which he especially liked. This counts as his regular English recitation. A child is recommended by the librarian-leader because of good club book reviews. Definite reading lists and the class annotation work, make heavy demands upon the book collections. To relieve this, the teachers have agreed to accept for credit any book that a child reads, provided he brings a written O. K. from the school or children's librarian.

The present school reading lists of better books for children have been compiled almost entirely by a committee of school librarians, and the teachers are exclaiming "why we don't know those books!" However, they are reading and coming to know the better books. If the teachers become familiar with the best of the purely recreational reading for boys and girls, and appreciate the need for it, our work is accomplished, because the science teachers, the history and geography teachers will see to it that the standard, up to date books in their

own subjects are selected. Our part is to help the teachers to select for the child good books to develop a love for the best in this wider field of recreational books, that he may choose wisely in the years to come, when he has gone beyond the immediate influence of the school room.

As efficient school or children's librarians we like to feel that the teachers turn to us in time of trouble. A teacher about to launch a project in her class planned to use the subject of knights. She wanted the subject, however, to originate with the children without suggestion on her part. The ever resourceful librarian loaned her the beautiful Wyeth edition of Lanier's *Knights of the Round Table*. The teacher said nothing but left the book lying on the piano in her room. The boys noticed it, several read it, and when the time came to ask for a topic that they would like to study, they said knights and armor, unaware of the trap into which they had fallen. This same school designed beautiful books in working out a book project and were so appreciative of the help given by the library that the children, at the suggestion of their teacher, raised money to buy a set of prints of the Alexander murals on the history of the book, to be hung in the library room.

The library takes every advantage of state and district teachers' meetings to hold school library exhibits. Beautifully illustrated books are displayed and carefully annotated lists of children's books are distributed freely. Short lists, too, are published in *School Topics*, the paper issued by the Board of Education for the teachers. During Children's Book Week especial effort was made by a junior high school librarian to enlist all teachers and pupils in a campaign for better books. Titles of good books were written on the blackboard in each room and the children brought pennies to buy beautiful editions for the library, while the teachers themselves became much interested in encouraging the children to build bookcases on the plan of the Thomas Bailey Aldrich case, and to start small home libraries of their own. There is splendid team work throughout this building. The art teacher is developing marionette plays, the boys and girls making the dolls and stage settings, and

operating the marionettes. The plays are chosen by the art department, English department and librarian in conference, and then are dramatized in the English classes. *David Copperfield* and a beautiful production of *Sigmund the Volsung* have been given successfully.

Of course a great deal of this co-operation with teachers is made possible by the work done in the normal school with the students in training. Students realize in their practice teaching the needs which they will have when they have rooms of their own. If they learn to depend upon the library, they will carry this dependence over into their teaching and it is this attitude toward the public library which we all want to encourage. After all, this much over-worked word "co-operation" means simply interdependence; a mutual recognition of the need for the dependence of one educational agency upon another; of the school upon the library; of the library upon the school. The normal students are brought to the main library early in the year, and their attention called to the graded sets held for their use in the children's room. They are shown the use of the classroom collections, and school libraries in their own normal building. Later in the year, as part of their library course and under the supervision of the librarian-teacher, they visit a branch children's room. This librarian-teacher meets the students in classes in children's literature and story telling. Briefly she considers certain types of children's books in their appeal to children of different ages. The aim in literature is to give the girls knowledge of a few good books, simple standards by which they may judge books for themselves and a sense of responsibility in selecting books for children.

Again, the slow work of past years is showing marked results today in the school of education. Many of the students now entering this normal school have grown up in our children's rooms. They have read the juvenile books and now in their literature class the librarian-teacher is endeavoring to show them why these books were selected as having value for children.

The development of the library hour in Cleveland has already been summarized in

Library Journal, February 15, 1922. (Quoting from normal school report):

These hours are now an accepted part of the weekly program above the second grade at the training school run in connection with the normal department of the School of Education. They are in charge of student girls, the library-teacher helping the girls to find material. These hours largely take the form of talking over books with the class, and dramatization or story telling on the part of the children. The librarian-teacher also conducted experimental hours in certain grades at the Observation School and these teachers in turn demonstrate the library hour for visiting teachers from all over the city every Saturday morning. A former teacher at the training center is now preparing a paper at the request of the school supervisors on the library hour and its introduction into schools where the children do little reading. She is trying it out in two buildings with eight cadet teachers under her supervision, who conduct the hours and prepare papers on special problems, such as kind of poetry most enjoyed; special reading tests of Polish children and stories found to be successful.

A principal in a school in a semi-foreign district where the children receive no reading stimulus at home, and where heretofore there has been a noticeable lack of interest in the library, has organized library hours throughout her building, on her own accord. She reads very carefully all books used in the class-room sets and feels that this work has increased the reading standards in her school immeasurably. Each teacher takes a canvass of her own room in September to see that her pupils are enrolled in the public library 100 per cent.

This day of fewer text books and the wider project method is the day of the librarian. After all, our system of meeting this need can be summarized briefly in two words—personal contact. Establish friendly relations with your principal and teacher. When they feel that as an expert in the book laboratory you have something practical to offer them, you have made a step in the right direction. When the teachers also recognize the value of guiding the children's pleasure reading, you have achieved success.

You, yourselves, will remember your school days; study periods when you had finished preparing a lesson and found time to peep into the cover of some fascinating but forbidden library book. Punishment, if

you were discovered, was prompt and sure. Now the crime rests, not upon the child for having a book in school, but upon the teacher. She must see that the book is the best book for that child, and we must see that the teacher is prepared to discriminate between the good and the merely harmless in juvenile books.

We want the teachers to believe as we do, that time spent by the children on recreational books is a stimulus and not a hindrance to their studies, and that only so far as a child is a good general reader can he be a well developed student.

READING IN THE ELEMENTARY SCHOOLS*

By RUTH PAXSON, *Head of School Department, Library Association, Portland, Oregon*

The problem of getting the children in the elementary schools to read good books is felt by all librarians to be of the utmost importance. The school department and the children's librarians of the Library Association of Portland are working together to make the children of Portland read more and better books. The school department not only furnishes libraries of forty or more books to each classroom in all the schools unless they are within close proximity to a branch library, but by frequent visits to the schools for book talks and library instruction, emphasizes the right kind of books and the intelligent use of the library.

The course in library instruction is carefully graded and includes all grades from the first to the eighth. The outlines of instruction appear in the regular course of study for the elementary schools and the instruction is done under the direction of the school librarian, by the branch and children's librarians.

During Children's Book Week in November a reading drive is made in which the slogan is "Read one book this week." This last year, of the 21,000 children enrolled in the public schools above the second grade, over 19,000 read one book during the week.

Book review contests are held in the branches for the pupils of the eighth grade and the winner of each contest is invited

*Abstract.

to give his review at the central library. This stimulates interest in reading and is considered to be most worth while in its effect upon the children.

Reading certificates are given to the children of the county schools who have read five books especially recommended by the school department and who are able to give brief oral reviews to the librarian.

The school department offers a brief course in children's literature each year to the teachers and is able with lists and suggestions to help the teacher at any time.

Friendly and sympathetic relations exist between the schools and the library in their work for the children's welfare.

CHILDREN'S OWN CHOICE OF BOOKS*

BY CARRIE E. SCOTT, *Supervisor of Children's Work, Public Library, Indianapolis, Indiana*

Before reading rooms for children were established in the public libraries, many educators viewed with alarm and doubt the effect of this institution upon the youth of the land. To them it was a serious question whether the public libraries might not be in themselves a source of injury to children, rather than good. For, if the children were left to select what they please, they would generally read to their harm.

The public library has long ago proved itself an agency for good. With well administered children's rooms the reading of children is receiving closer supervision than ever before. Food for the mind deserves as much thought consideration as food for the body. Everybody who has given thought to the food problem realizes that the nutrition of the child is a matter of supreme importance to the physical welfare of the race. There is every reason why food for mental development, which is just as important a factor in race prosperity, should be given the same rational consideration as food for the body.

The children's room of the public library is similar to a great cafeteria, with all the food arrayed in alluring rows. Here are the appetizers, the bread and butter books, the books for brawn and bone, the desserts,

the candies and the drinks. The child can serve himself, but the librarian must act as his dietitian. In preparation, she must analyze and test every book for its nutritive values. She must study each patron in order to give him what he needs for the best mental balance. There must be no gorging on fairy tales; for the boy who chooses only wild stories and for the girl who wishes to read only boarding school stories there must be a varied diet. She must watch her young patrons to guard against their choosing all sweets and desserts. She must see to it that the older boys and girls do not drink too long and too deeply of nursery pap. There are too many cases of mental indigestion, if the child is permitted to choose his books undirected. If the dietitian is able to serve the food that will make the mind rich in dreams for future pleasure; that will nurture the seeds of good citizenship and develop a taste for good literature; if by her efforts, reading becomes a joy and not a task; if she can underline the vitamins so skilfully that the child will choose the best book and believe it is his own individual choice, then she is worthy of the title, children's librarian.

Discussion led by Elva Smith, Pittsburgh, Pa.

Miss Goodrich, librarian, spoke informally concerning the work done in the Pattengill School.

At 4:30 both groups met in the auditorium for the annual business meeting, over which the chairman of the School Libraries Section presided.

Business Meeting

After discussion as to the best means of collecting, exchanging and co-ordinating bibliographies, the report of the Elementary School Committee was received. This was an informal report of progress made, which was given by Miss Cutter for Mr. Certain. It was moved and seconded that this committee, of which C. C. Certain is chairman, be continued another year. Motion passed.

The reports of the Committees on School Directories were then received. Bertha Hatch reported on the normal school directory, the compilation of which had been finished under her direction during the year. Charlotte Smith reported on the high school directory, which

*Abstract.

had been completed during the year, and Miss Pritchard on the elementary school directory. These directories, with one exception, that of the elementary schools, which is not quite finished, were turned over to the secretary.

Harriet Wood presented the constitution for the School Libraries Section, which had been drawn up by a special committee. A motion was made recommending that this be tried for a year, before its final acceptance. Motion passed.

It was moved that greetings be sent to the National Educational Association by the American Library Association representative from the School Libraries Section. Motion passed.

The chairman referred the report on MEASURING STICK FOR NORMAL SCHOOL LIBRARIES, by Willis H. Kerr, librarian, State Normal School, Emporia, Kansas, to a meeting of the normal school librarians, which she announced would be held directly after the annual business meeting of the School Libraries Section.

The following officers were nominated for the coming year:

Chairman Harriet A. Wood, supervisor school libraries, State Department of Education, St. Paul, Minnesota.

Vice Chairman—Susie Lee Crumley, principal, Library School, Carnegie Library, Atlanta, Georgia.

Secretary-Treasurer—Marion Lovis, librarian, Hutchins Intermediate School, Detroit, Michigan.

Normal School Representative — Helen Ganser, librarian, State Normal School, Millersville, Pennsylvania.

High School Representative—Mary Davis, high school librarian, Public Library, Brookline, Massachusetts.

Elementary School Representative — Janet Jerome, acting head, children's department, Public Library, Denver, Colorado.

Retiring Chairman—Marion Horton, principal, Library School, Public Library, Los Angeles, California.

It was moved that the secretary be instructed to vote for each of these officers, and that they be duly notified of their election.

FRANCES H. KELLY,
Secretary.

Second High School Session

A second meeting of the High School Librarians' Division of the School Libraries Section was held in the Pattengill Elementary School, Thursday afternoon, June 30, with May Ingles' presiding.

The following paper was read:

RELATION OF THE HIGH SCHOOL LIBRARIAN TO THE TECHNOLOGY AND MANUAL TRAINING DEPARTMENTS*

By EDITH COOK, *Librarian, East Technical High School, Cleveland, Ohio*

Technical high schools have so enlarged their curriculum nowadays that the librarian, to keep pace with the subjects taught, must provide material on cabinet making, carpentry, pattern making, foundry work, machine shop, sheet metal work and other diversified subjects.

While it is not always possible to secure regularity of assignment of collateral reading on subjects taught in these classes, it is possible for the librarian and teacher working together to develop a very consistent use of technical books. In our own school these pupils have no class text-book, though each teacher has his own instruction book of directions and blueprints compiled by the department and based upon previous work and upon information gathered from reliable sources.

These class instruction books are largely the outcome of the use made by these teachers of the many books, pamphlets and other material which they have secured either by direct order from the book companies with which some have standing orders for advance copies, or by loans from the school library or public library.

In order to encourage the teacher to discuss book material with the school librarian, the librarian must be thoroughly acquainted with the kinds of courses given in the school and with their arrangement, since much depends upon a good understanding of the correlation of these courses. Then she should be well grounded in the best books on these subjects in order that she may be able to characterize them briefly for reference purposes.

*Abstract.

Of course, the work which actually counts is the continuous search for new books, pamphlet and magazine material, though it is most important that no purchases should be made without consulting the teacher for whose classes the material is intended. This insures a desired use of library materials and keeps the teacher informed of references which he may use personally and in turn assign his pupils individually.

It is evident that such a course of procedure not only develops a sense of interdependence between class room and library, but it inspires confidence between teacher and librarian. Best of all, it makes the pupil feel that his teacher is familiar with the best books on his subject. And he feels that he can confidently approach the librarian on any subject, whether it be gears or French Revolution, no matter what the librarian's personal book tastes may be.

An opportunity was given to ask questions of Miss Cook and an interesting discussion followed which involved not only the subject of Miss Cook's paper, but also the question of the use of newspapers and magazines in the library; of credit to be given for student service, of instruction in the use of books and libraries, and of how to avoid loss of books.

This informal meeting adjourned to unite with the remainder of the School Libraries Section for the election of officers and to transact such other business as would properly come before the annual meeting.

STELLA ELIZABETH WHITTAKER,
Secretary pro tem.

CONSTITUTION OF SCHOOL LIBRARIES SECTION

Article 1—Name

The name of this organization shall be the School Libraries Section of the American Library Association.

Article 2—Object

The object of this section shall be to promote library interests in our schools and to establish and maintain a high standard for our profession.

Article 3—Membership.

Any person or institution interested in school library work may become a member

upon payment of the dues provided for in the By-laws.

Article 4—Officers

The officers of this section shall be a chairman, a vice-chairman and a secretary-treasurer. (A nominating committee shall be appointed by the chairman, and the officers shall be elected by ballot at the annual meeting. A majority of all votes cast shall constitute an election.) New officers shall assume their duties at the close of the annual meeting.

Article 5—Duties of Officers

The chairman shall preside at all meetings of the section, and be member ex-officio of all committees.

The vice-chairman shall, in the absence of the chairman, perform the duties of the office.

The secretary-treasurer shall keep the minutes of all meetings of the section and receive and answer all communications. She shall keep up-to-date directories of school librarians.

She shall notify officers and committees of their election or appointment.

She shall collect all money due the section and shall pay only bills approved and signed by the chairman. She shall notify all members of arrearage in dues, keep the accounts and report of each meeting. At the annual meeting she shall make a detailed report for the year.

Article 6—Executive Board

The executive board shall consist of the chairman, vice-chairman, secretary-treasurer, together with the retiring chairman and a representation from each of the following types of school libraries: teacher-training, high school and elementary school.

Article 7—Duties of Executive Board

The executive board shall formulate plans for the development of the work, discuss matters to be presented to the association, co-operate with the A. L. A. Committee on Education, the Children's Librarians' Section of the A. L. A., the Library Department of the N. E. A. and the Training Section.

Article 8—Meetings

The annual meeting of the section shall

be held during the annual conference of the A. L. A.

There shall also be a meeting during the mid-winter meeting of the A. L. A.

Article 9—Amendments

Section 1. The constitution may be amended at any regular meeting of the section, provided notice of the amendment has been presented at least one month before action is taken. A two-thirds vote of the membership present shall be necessary to adoption.

Section 2. The By-laws may be amended at any regular meeting of the section by a two-thirds vote of the members present and voting, provided notice of the amendment has been presented in writing at a previous meeting. The by-laws may be suspended at any meeting of the section by a two-thirds vote of the members present and voting.

BY-LAWS

1. The order of business for meetings shall be as follows:

1. Call to order.
2. Report of secretary-treasurer.

3. Reports of standing committees.
4. Reports of state committees on education.
5. Miscellaneous business.
6. Election of officers.
7. Adjournment.

2. There shall be such standing or special committees as the executive board shall from time to time find necessary, including: Nominating committee, committee on co-operation with A. L. A. in matter of lists, etc.; the education committees of the various states and provinces and the Library Department of the A. L. A., shall be invited to report at the annual meeting.

3. A quorum shall consist of twenty active members.

4. Annual dues for the section shall be fifty cents, payable at the annual meeting.

5. Vacancies in office may be filled at any meeting of the section in the same manner as provided for in the annual election of officers. Vacancies occurring between meetings shall be filled by appointment either by the chairman or the executive board.

6. The deliberations of the section shall be governed by Fox's *Parliamentary usage for women's clubs*.

SMALL LIBRARIES ROUND TABLE

The second annual meeting of the Small Libraries Round Table, which originated at the Swampscott conference in 1921, was called to order on the evening of June 27, at 8 o'clock, in the Henry Second room of the Hotel Statler. Constance Bement, librarian of the Port Huron (Michigan) Public Library, presided, and in the absence of the secretary appointed last year, Elizabeth Ronan, librarian public library, Battle Creek, Michigan, acted as secretary pro tem. In opening the session, the chairman brought out the fact that the definition of a "small" library was not clear, but the sense of the meeting showed that it applied to those libraries in the smaller cities and towns whose staff was small and consequently informal in organization and who maintained no extensive branch system in the city itself, though admitting those with rural stations. The program was devoted to the topic, STANDARDS OF GOOD WORK FOR SMALL

LIBRARIES and was largely devoted to the problems of the "one-man" library.

STANDARDS FOR THE ONE-MAN LIBRARY was discussed by Elizabeth Briggs, librarian of the Township Public Library, Royal Oak, Michigan. She characterized this position as the "great adventure of librarianship" and summarized its advantages as follows: 1—The librarian must be more carefully chosen than in a system where the deficiencies of one member of the staff will be compensated for by the strong points of the others. 2—Work must be limited to the ability of one person, and in consequence no machine methods can grow up. 3—The librarian can make her personality count to the utmost as the service is necessarily personal. 4—She can herself put her ideals across, without their being modified by passing through the minds of untrained assistants of varying standards. 5—Technique is of less importance than general education